

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas More VCA
Number of pupils in school	192 182 Statutory age
Proportion (%) of pupil premium eligible pupils	24.5% 45 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 25/26 26/27
Date this statement was published	September 25
Date on which it will be reviewed	September 26
Statement authorised by	Martin Ward
Pupil premium lead	Rachel Hutcherson
Governor / Trustee lead	Marian Hall

Funding overview

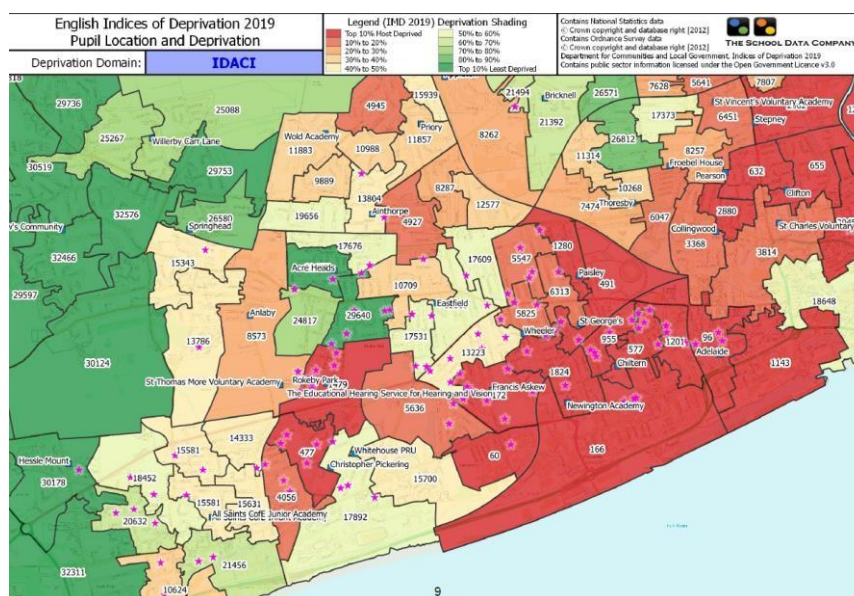
Detail	Amount
Pupil premium funding allocation this academic year	£68,175
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,175

Part A: Pupil premium strategy plan

Statement of intent

At St Thomas More VCA we believe our pupil premium spend must be centred around our clear understanding of the needs of our community, supported by evidence-based research to ensure the needs of our pupils are met in the best ways.

Context - St Thomas More VCA is located to the west of Hull. Our school community is very diverse and quite unique in the number of communities that our pupils come from within the city. Over a third (36%) of our pupils come from the 5% highest levels of deprivation nationally. The map below identifies the most deprived areas in red and the stars indicate the areas in which our pupils live.



A high proportion of our pupils live in areas in the highest levels of deprivation, alongside this the indicators for income, employment, health, living environment and crime deprivation are all very high.

As a school we pride ourselves in an understanding of the barriers that our pupils may face to learning, as a result of their context. These include:

- Underdeveloped language and communication skills
- Complex family situations
- Emotional and behaviour difficulties
- Limited experiences and basic skills
- Attendance and punctuality issues

Our staff know our children well, on individual levels, as well as our whole school context. Teachers are able to use whole school, class, pupil group and individual data

analysis to understand areas to target, as well as seeing which approaches have had a positive impact previously.

Principles:

- We know that many more than our pupil premium children are disadvantaged and require provision that is tailored to meet their needs. As a result of our spend quality first teaching will be enhanced and so the majority of children benefit.
- We carefully plan to ensure that provision meets the needs of individual pupils.
- We tailor provision to ensure that children can access their learning. This will target the social and emotional needs of our pupils due to the imbalance caused by their social and economic disadvantage.

Ultimate Objectives

- To improve the outcomes for all disadvantaged pupils in our school.
- Support the needs of our pupils that may be a barrier to them reaching their full potential.
- Narrow the gap between the disadvantaged pupils in our school with those that are non-disadvantaged in school and nationally.

Achieving our Goals - Our Pupil Premium Plan looks at a range of strategies to identify the best provision to meet the needs of our pupils and ensure that they progress. These strategies are drawn from national research, previous experience and the knowledge of our school community. Strategies considered include:

- Small group support
- 1:1 provision support
- Targeted interventions
- Additional teacher-led sessions
- TA Interventions
- Emotional Wellbeing Support, including informal and formal interventions
- Funding for wider opportunities; Music tuition, activities, visits, residential etc
- CPD for staff in specific teaching and learning approaches
- Specific resources or funding for interventions
- Nurture / Behaviour Support at lunchtimes

This list is not exhaustive and is under constant review, to ensure that the focus remains on improving outcomes for our pupils on all levels, as well as increasing the number of pupils reaching, at *least, age related expectations*.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of developed language and communication skills
2	Low attainment on entry to Foundation Stage in all areas, particularly in Personal Social and Emotional development and Communication and Interaction.
3	Attendance and punctuality difficulties
4	Social, Emotional and behaviour barriers having a detrimental effect on pupil progress for groups of children
5	Limited experiences for pupils, resulting in low starting points with knowledge and understanding to support intended learning

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Support pupil premium pupils to become fluent, skilled and attentive readers from the earliest stage, leading to fluent readers who are making progress and attaining inline with others by the end of Key Stage 2. Ensure highly intentional teaching strategies are applied consistently to have highest impact on progress of PP pupils.	High quality systematic synthetic phonics programme delivered. High quality daily reading for all in line with Trust reading principles. Increase in number of disadvantaged pupils GDS in Reading by the end of KS2. Diminish the difference between disadvantaged pupils progress and that of others within the school.
Increased progress in Writing due to increasing skills and knowledge through highly intentional teaching and refined curriculum in line with the writing framework.	Writing outcomes and progress to be inline with other subjects throughout school, with particular focus on pupils achieving GDS within writing.
Increased understanding in Maths leading to greater confidence to complete more complex reasoning and problem solving. Engage with Maths Hubs to share best practice to positively impact outcomes.	Pupils develop fluency of number through quality first teaching, interventions and Oak National curricula. Increase in the progress of pupils within Maths. Greater percentage of pupils achieving GDS within maths.

Improved attendance of disadvantaged pupils to maximise opportunities and progress. Emotional well being support for pupils to ensure they are ready to learn.	Reduction in the number of Persistent Absentees. Attendance of 96% targeted for all disadvantaged pupils. I
--	---

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,458 (Including leadership support for Y6 and SENDCO release time, CPD £4000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality external CPD available to staff to support quality phonics, reading, writing and maths to ensure quality first teaching. Initial areas of Focus: - Early Language - Early Reading - Writing - Maths - Vocabulary (£1500)	<i>"High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom."</i> EEF Effective PD <i>Supported by English and Maths Hubs</i> Majority of disadvantaged pupil starting points are not 'On Track' when joining the school. The gap between disadvantaged pupils and other pupils is significant. Limited opportunities for disadvantaged pupils to read for pleasure and to have quality talk around texts outside of school, has slowed their progress as a writer. Internal maths data shows early Maths attainment has a larger difference compared with UKS2.	1, 2

SENDco time in HUB / Supporting Classrooms x 12 hours across the week (£27,838.80)	<i>To ensure our high needs SEND are receiving the high quality provision needed to support their progress the SENDco leads and teaches within the specialist provision. This also allows for direct coaching and CPD for less experienced members of staff.</i> <i>EEF: Putting Evidence to Work – A School’s Guide to Implementation</i>	1,2,3
<i>Intervention groups to support targeted in depth understanding of pupils’ needs and specific interventions.</i>	Smaller groups with support of Leaders to deliver more tailored support has shown an increase in pupil outcomes and progress over the most recent academic years. <i>Develops pupils’ language capabilities in KS2 Enables pupils to participate in high-quality collaborative learning; opportunities for pupils to articulate ideas verbally before writing and tailored writing composition strategies</i>	1, 3, 5
	<i>through modelling and support. EEF Improving Literacy in Key Stage 2 Use of assessment to build on pupils’ existing knowledge and understanding. Small cohorts enables teachers to have an understanding of what pupils know and do not know and enables teachers to plan next steps appropriately. EEF Improving Mathematics</i>	
Targeted support for Y6 pupils to address gaps through analysis of data. (SLT team leading Y6 targeted intervention) X2 hour per week £5120	<i>One to one tuition is identified by the EEF as very effective in improving pupil outcomes. EEF states ‘evidence consistency shows the positive impact that targeted academic intervention support can have, including those who are not making good progress across the spectrum of achievement’ Why we have specifically selected small group work, where possible, delivered by the/a teacher</i>	1,2,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,299 (L2 Sessions x 2 £4340, Resources £1000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bug club validated phonics intervention daily to support those identified from regular AFL. Level 1 TA to deliver x 5 sessions per week.</i> <i>3x hours across the week (£1,873.02)</i> <i>1:1 Daily reading intervention from experienced TA (£4959)</i>	Low levels of language and communication skills on entry to school. Breadth of vocabulary is limited. Progress of disadvantaged pupils is not inline with that of others within school. Although PSC remains high, reading fluency continues to be a priority due to the impact of the C-19 pandemic on disadvantaged pupils. Sutton Trust identifies: Small group teaching could be reteaching, gap/misconception EEF states 'evidence consistency shows the positive impact that targeted academic intervention support can have, including those who are not making good progress across the spectrum of achievement' Why we have specifically selected small group work, where possible, delivered by the/a teacher EEF Toolkit on small group intervention and 1:1 tuition	1, 2, 3 & 5

<i>Precision teaching intervention across KS1 and KS2 x 4 hours per week.</i> (£2,497.36)	Precision Teaching is a method that emphasises frequent measurement (often daily), fluency-building (i.e. speed + accuracy), and incremental progress toward benchmark goals. Research studies have shown that it can produce substantial gains in reading fluency (high-frequency words, decoding), spelling accuracy, and arithmetic fluency. Another study of disadvantaged students also showed that introducing a Precision Teaching framework improved mathematical skills significantly compared with peers not receiving the intervention. (Springer) Precision Teaching can accelerate progress in key basic skills that underpin reading, writing and mathematics.	
---	---	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Attendance Team to ensure pupils receive quality and focused pastoral care. Following school policy which tracks those pupils falling below the national, implementing plans to action and monitor attendance. Attendance Lead (DSL) x 1 day £3997	Attendance data suggests disadvantaged pupils require support to help them attend better. Previous work dedicated to these areas saw a drop in persistent absentees and an improvement in disadvantaged attendance. Inclusion team work proactively to support attendance and improvements are starting to be seen and we wish to maintain this According to Supporting the attainment of disadvantaged pupils: articulating success and good	3, 4 & 5
<i>ELSA lead (DSL)</i> <i>X 3 days (£11,991.00)</i>	EEF Research: Social and emotional learning. Safeguarding is the most important driver in our school. The last year has seen the need to increase the amount of safeguarding support / wellbeing work. ELSA provision has proved to be effective in supporting transitions from home to school and varied identified wellbeing being needs across the school.	1 and 4

<i>Subsidised school trips and residential trip (£5,407)</i>	In order to support our children to know more do more and remember more, we need to fill their memory with enriching experiences. We know the majority of our children don't get the opportunity to have wide ranging experience outside of school so we need to support them in having memorable experiences. Research and experience shows that children from lower economic households were less likely to visit culture-related sites or attend sporting events, these also had lower reading and mathematics scores compared to their counterparts. Taken from Family trips and Academic Achievement in Early Childhood EEF – Outdoor and adventure learning	4
<i>Subsidised breakfast club provision (£500)</i>	Widespread research details how those who go to school hungry struggle to be successful in the classroom. The school funds free breakfast for disadvantaged pupils. Research – The impact of breakfast on learning in children.	1 and 4
<i>Music tuition (£1,500)</i>	The school fund free music tuition for disadvantaged pupils. The EEF report on 'arts participation' highlights how approaches can have a 'positive impact on academic outcomes in other areas of the curriculum' whilst also allowing disadvantaged students to learn a skill they may otherwise not have been able to access.	4

Total budgeted cost: £ 68,152

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupil Premium funding was carefully targeted to address barriers faced by disadvantaged pupils within our community. Funding priorities aligned closely with our objectives to improve early reading and fluency, strengthen writing and mathematics outcomes, and support pupils' wellbeing and attendance.

Objective 1: Support pupils to become fluent, skilled and attentive readers from the earliest stage

Pupil Premium funding enabled regular 1:1 phonics and reading interventions across Key Stage 1 and ensured all children had adults to listen to them read, addressing the lack of reading opportunities at home. As a result, phonics outcomes were sustained at 83% in both 2024 and 2025, reflecting continued strong performance and early reading success. Children made measurable progress in fluency and comprehension, with increased confidence and enjoyment of reading evident across the school. By the end of Key Stage 2, 73% achieved the expected standard in reading and 23% achieved greater depth, demonstrating the long-term impact of early reading support and consistent intervention.

Objective 2: Increased progress in Writing through quality first teaching

Focused professional development for teachers improved consistency and expectations in writing. Pupils' extended writing showed greater stamina, vocabulary choice, and structure. Work scrutiny and internal assessment evidence indicate stronger progress, particularly for disadvantaged pupils, supported by improved reading fluency and comprehension skills feeding into writing outcomes.

Objective 3: Increased understanding in Maths leading to greater confidence in reasoning and problem solving

Targeted support and improved teaching strategies in mathematics have resulted in significant gains for disadvantaged pupils. At Key Stage 2, pupils achieving Greater Depth Standard (GDS) in maths rose from 0% in 2024 to 15% in 2025, evidencing clear progress in confidence and problem-solving ability. Classroom observations and assessment data confirm pupils are tackling more complex reasoning tasks with greater independence.

Objective 4: Improved attendance and emotional wellbeing to maximise learning opportunities

The Pupil Premium contributed to the development of a strong pastoral team, including ELSA support, to remove barriers to attendance and learning. Through early intervention and strong family engagement, attendance improved from 93% in Autumn to 94.85% in Summer 2025, and persistent absenteeism reduced from 16% to 11%.

Pupils' wellbeing improved through regular pastoral and emotional support, ensuring they were ready to learn and engage positively in school life. In addition, subsidised trips and visits enabled disadvantaged pupils to access enriching experiences that built cultural capital, confidence, and engagement.

Overall Impact:

Pupil Premium funding in 2024–2025 had a measurable and sustained impact on academic outcomes, attendance, and wellbeing. Early reading remains a strength, with improved outcomes in mathematics and clear progress in writing. Enhanced attendance and emotional support have created the conditions for disadvantaged pupils to thrive, narrowing gaps and promoting equity across the curriculum.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rockstars	Maths Circle Ltd
Spelling Shed	Ed Shed
Number Sense	Number Sense Maths LTD

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

